

# THE INFLUENCE OF WHATSAPP IN TEACHING TOWARD STUDENTS' WRITING RECOUNT PERFORMANCE

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## ABSTRACT

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This research discussed about the influence of WhatsApp in teaching toward students' writing recount performance. This research was to find out whether any significance difference on using WhatsApp in teaching writing recount text and the method used in this research was quantitative and qualitative methods. I used pretest and posttest in experimental and control class. The population was the students of eight grade SMP Muhammadiyah 3 Semarang. The samples were the students class VIII D and VIII E with the amount 60 students. The researcher used simple random sampling in which VIII D as a experimental group, and VIII E as the control group. The researcher also conducted try out to get the validity, difficulty level, and distinguishing capacity. The results of this research showed that there were significant differences between the students' scores of control class and experiment class . From the statistical calculations, it could be seen that the average control value of the pre-test was 55.33 and the post test was 73.33. The average experimental value of the posttest was 59.33 and the pre-test was 78.67. The result of the test showed  $t_{arithmatic}$  was greater than  $t_{table}$  ( $0.49 > 0.05$ ), so the hypothesis was accepted. In other words, the value of pretest of experimental class was 59.33 and the posttest was 78.67. It can be concluded that the pretest and posttest result of experimental class had a significant difference. In conclusion, it can be concluded that WhatsApp influences significantly on students' writing performance.

## INTRODUCTION

### 1.1 Background of the Study

Writing is an important part of communication and interaction for people to get information. Writing is also one of activities or way for delivering a message, idea, which can be understood by the reader. Mustapa and Noor (2013:1), state that writing is one of a part of four integrated skill

in mastering English beside listening, speaking and reading. According to Marza and Hafizh (2013:683), writing is one of the basic skills for communicating, that should be mastered in learning English, which of listening, speaking, and reading, and should also be learned by the students at the junior high school. It can be started when they are at junior high school level. To gain writing skill, the research considers combining which the others skills, like listening, speaking and reading. It means, the students should gather more information by reading books, practicing, and discussing with others. From those activities, the students are able to express an idea, opinion, feeling, and thought in order to produce a text.

Based on pre-observation done by me, the students of SMP Muhammadiyah 3 Semarang got difficulties to combine and construct their idea to produce the sentence correctly. The students had lack of vocabulary and difficulty to choose the appropriate words and arrange the words into well-formed sentence. There were some problems which faced by the students of junior high school in learning process, particularly in writing. It showed that the students still had difficulties to produce good writing. Most of them did not know how to start writing. The reason because was they did not understand the rules of step of writing. There were the students who could not write and had nothing to write. Besides, the students' faced problem on vocabulary, grammar, and spelling. Based on the problem found at SMP Muhammadiyah Semarang, it needs to be solved to improve students writing skill. The existence of media in learning is expected to help students in improving their writing skill. It would make them to have interest and enthusiasm in writing.

According to the statements above, I want to conduct the research about learning media in teaching writing. I choose WhatsApp as in teaching writing recount text to improve the students' writing skill. It would be done to make students interested in English writing and to communicate their ideas through writing.

The use of WhatsApp is as a tool for writing. The statement means it can be understood that writing using internet usage can connect between the students and teacher. It is supported by some researchers. Bouhnik and Dshen (2014:217), they say that WhatsApp group is for four main purposes, there are communicating with students, nurturing a social atmosphere, creating dialogue, and encouraging sharing among students, and as a learning platform. Vieira (2009:472), says the writing and division of the diary, therefore, suggested, beginning with the integration of this existential independent dimension, especially the mobile diaries as the source of the educational

methodology and the research process for the above-mentioned avoidance of life. Therefore, the use of WhatsApp can make the students to be more enthusiastic and easier in writing. I focused on recount text through writing a diary. This is different from common because the students do not use book but apply their writing.

In this research, I conducted the research about teaching recount text by using WhatsApp at SMP Muhammadiyah 3 Semarang. It took two classes, there are control class and experiment class. The researcher focus on the experimental class that was be given a treatment.

## **1.2 Reason for Choosing the Topic**

I choose a topic “the influence of whatsapp in teaching writing toward students’ writing performance” for some reasons:

1. Writing is difficult for the students, because writing involves many aspects such as organization, mechanics, and grammar, so the students should be mastered writing performance.
2. WhatsApp can be a media for me to teach students writing recount text because the teacher usually uses the usual method in teaching recount text.
3. The students can write recount text not only in the class, but also at home in which they can submit their writing on WhatsApp, so it will be flexible when they could not finish their writing in the class.

## **1.3 Statement of the Problem**

- a. How is the influence of WhatsApp on the students’ writing recount performance ?
- b. How is the students’ response on the use of WhatsApp in learning process?

## **1.4 The Objective of the Study**

- a. To know the influence of WhatsApp on students’ writing recount text.
- b. To find out the students’ response on the use of WhatsApp in learning writing recount text.

## **1.5 Significance of the Study**

The significances of the research are as allow:

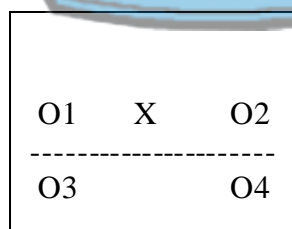
- a. For the reader, it will give information about new media in teaching writing.
- b. For the teacher, it will provide the alternative way for teaching writing in which it is more enjoyable for students.

- c. For the students, it will help students to get easiness in understanding the material. It will increase students' motivation, to improve their writing skill.

## RESEARCH METHODOLOGY

### 1. Research Design

The research method used quasi experimental research, because it did not manipulate all the relevant variables. I used two types of data, namely qualitative research and quantitative data. Qualitative data were obtained through the interview, questionnaire, and classroom observation during the teaching learning process. Meanwhile, the quantitative data were the results of the students' writing before the implementation of the actions (pre-test) and after the implementation of the actions (post-test). In this case, the quasi method gave an experimental influence that could be analyzed or compared the pre-test and post-test. The research could be added to diagram as follows:



- Which O1 = Pre-test for group I  
 O2 = Post-test for group I  
 X = Treatment (just for group 1)  
 O3 = Pre-test for group II  
 O4 = Post-test for group II

Saleh (2008:21).

## 2. Population and Sample

### a. Population

The population of the research was eight grade of SMP Muhammadiyah 3 Semarang in the academic year 2017/2018. There were three classes and each class consisted of 30 students.

### b. Sample

The sample of this study was random sampling method. I took the sampling based on the same value in order to be easy in comparing both of them. I decided three classes, VIII D as a experiment, VIII E as a control class, VIII G as a try out class.

## 3. Method and Instrument of Data Collection

The research instrument is a tool to collect data and information from a problem. According to Saleh (2008: 30), the research instrument is a tool used to collect data from a problem. This study used the test as a method of data collection.

### a. *Test (pre-test and post-test)*

Pre-test was a test given to all of students at SMP Muhammadiyah 3 Semarang. To measure their ability before treatment process, this test was given to know the basic competent and to know their earlier knowledge before they got treatment.

Post-test was a test given to all of students in SMP Muhammadiyah 3 Semarang. This test was used to determine and to know the improvement and development of students after they got treatment.

### b. *Questionnaire*

According to Saleh (2008:32) a questionnaire was as a tool for collecting the data, especially if the data collected consist of opinion, idea, personal the experience of people. The questionnaire could reach many respondents and freedom to answer. The questionnaire was a number of written question used to get information from respondent or a survey instrument consisted of some questions used to collect data from individual about themselves.a

Questionnaires used by me included a closed questionnaire type, because the student had to answer based on their opinion. The instrument that is used to collect data of questionnaire is checklist form. It consisted of 10 statements which were about teaching recount text. The questionnaire was given for the students after getting test.



#### 4. Data Analysis

##### a. Data Analysis of the Test

Data analysis is a process to determine the representation or the result of the test (Saleh, 2008:44). It could determine the differences of students on understanding writing recount text between those taught using the treatment and without the treatment, in this case I used the formula t-test :

$$t = \frac{\bar{X}_2 - \bar{X}_1}{\sqrt{\frac{\sum(Md_1)^2 + (Md_2)^2}{N_1 + N_2 - 2} \left(\frac{1}{N_1} + \frac{1}{N_2}\right)}}$$

$$Md = \frac{\sum|X - \bar{X}|}{N}$$

and

Explanation:

$\bar{X}$  : Mean of pre-test ( $\bar{X}_1$ ) or post-test ( $\bar{X}_2$ )

$X$  : Data value

$Md$  : Mean of deviation

$N$  : Number of subject

(Arikunto, 2006:307)

##### 1. Validity of the Test

Validity test is test that was conducted to find out whether the test level could measure what is intended to measure something definite and important. According to Saleh (2008:38), the test can be said valid if it is able to measure what should be measured, described and met the criteria of the behavior predicted. I used the formula as follows;

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

$r_{xy}$  = Coefficient of correlation between variable X and Y

$N$  = Number of participant

$X$  = The score of each item test

$Y$  = The total score of each students

$XY$  = Multiplying of variable X and Y

- $\Sigma Y$  = Total score  
 $\Sigma X^2$  = The quadrate amount of each item test  
 $\Sigma Y^2$  = The quadrate amount of total score

(Arikunto, 2012:87)

The criteria of a question was valid when  $r_{arithmetic} > r_{table}$  at level of significance was  $\alpha = 5$

%. Here was the results :

Criteria:

If  $r_{arithmetic} > r_{table}$  so the tests were called valid

$$N = 30$$

$$\Sigma X = 414$$

$$\Sigma Y = 1108$$

$$\Sigma X^2 = 8238$$

$$\Sigma Y^2 = 5044$$

$$\Sigma XY = 19453$$

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

$$r_{xy} = \frac{30 \Sigma(19453) - (\Sigma 414)(\Sigma 1108)}{\sqrt{\{30 \Sigma 8238 - (\Sigma 414)^2\}\{30 \Sigma 5044 - (1108)^2\}}}$$

$$r_{xy} = \frac{583590 - 458712}{\sqrt{\{(247140 - 171396)(1513320 - 1227664)\}}}$$

$$r_{xy} = \frac{124878}{\sqrt{(75744)(285656)}}$$

$$r_{xy} = \frac{124878}{\sqrt{21635213084}}$$

$$r_{xy} = \frac{124878}{147089.133127}$$

$$r_{xy} = 0.84899541758$$

$$r_{xy} = \mathbf{0.849}$$

Based on the result above, it was found that  $r_{table} = 0.04245$ . The number of the students with  $r_{table}$  with  $N = 35$  and the standard significant  $\alpha = 5\%$ . From that result, it also found that  $r_{arithmetc} = 0.849 > r_{table} = 0.04245$ . It means that the test was valid because  $r_{arithmetc}$  was higher than  $r_{table}$ . So, the test could be used in the research.

## 2. Reliability of the Test

The reliability of the test was called reliable if the measuring tool could be consistent, Tuckman (1978:160) cited in Saleh (2008:33). Reliability instrument means that when the instrument was used for several times to measure the same object, it generates the same data. To test reliability, I used some formulas below:

$$r_{11} = \left( \frac{n}{n-1} \right) \left( 1 - \frac{\sum \sigma_i^2}{\sigma^2} \right)$$

$r_{11}$  = Reliability

$\sum \sigma_i^2$  = The amount of variants score in each item

$\sigma_i^2$  = Varians total

$n$  = The amount of item

With variants formula ( $\sigma^2$ )

$$\sigma^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

Notes :

$X$  = the first score minus the last score

$N$  = the amount of participant



(Arikunto, 2012:123)

Criteria: the test were called reliable  $r_{II} > r_{table}$ .

$$r_{11} = \left( \frac{n}{n-1} \right) \left( 1 - \frac{\sum \sigma_i^2}{\sigma_i^2} \right)$$

$$r_{11} = \left( \frac{4}{4-1} \right) \left( 1 - \frac{230.0}{328.3} \right)$$

$$r_{11} = 0.4370031143$$

Based on the analysis of reliability with the following formula above, acquired  $r_{II} = 0,437$ . Then, this number was compared with  $r_{table}$  with  $N = 30$  in standard significant  $\alpha = 5\%$  got  $r_{table} = 0.399$ . So  $r_{II} \geq r_{table}$ . It meant that the test was reliable and it could be used in the research.

### 3. Difficulty Level

After administering and scoring the try out test, an item analysis was made to evaluate the effectiveness of the item. A number that referred to difficult and easy of test was called difficulty index. The difficulty level indicated the difficulty level magnitude between 0.00 until 1.00. The result used index 0.00 which test is too difficult. On the other hand 1.00 index indicated that the test was too easy. Based on the explanation above, I count the number of the students both the highest and the lowest group who selected the correct answer of the item and divided the first result by the second as shown in the following formula:

$$P = \frac{B}{JS}$$

Explanation:

P : Difficulty level

B : The number of students who answered the question correctly

JS : The total number of students

Here was the result of difficulty level:

$$\begin{aligned} P &= \frac{B}{JS} \\ &= \frac{10.267}{30} \\ &= 0.3423 \end{aligned}$$

Based on the result of difficulty level above, the result could be seen from distribution between the number of students who answered the question correctly and total of the students. Then, the result has counted through microsoft excel and it was 0.3423. It meant that the level of difficulty was in the interval 0.31-0.70. Then, the questions of try out included the difficulty level criteria was medium

#### 4. Distinguishing Capacity

The differentiation of the test was the ability of a problem to distinguish between clever learners that mastered the material with students who were less clever that less mastered the material. To test the distinguishing capacity of the essay test used the following formula:

$$DC = \frac{PA - PB}{\text{Max Score}}$$

Explanation:

DC : Distinguishing Capacity

$P_A$  : The Average of Upper Group

$P_B$  : The Average of Lower Group

Arikunto (2012:226)

Here was the results of distinguishing capacity:

$$DC = \frac{P_A - P_B}{\text{Max Score}}$$

Max Score

$$= \frac{177 - 30}{25}$$

25

$$= 5.88$$

Based on the calculation above, the result of distinguishing capacity from the average of upper group less than the average of lower group. After that, the result of them distributed with maximal score. It meant that the average of upper group has 177 and the average of lower group has 30, then distributed 25 for maximal score which was 5.88. Distinguishing capacity (DC) = 10.00, because DC was in the interval 3.00 – 5.9 then distinguishing capacity of question which tested included in the category criteria was called as enough.

## 5. Research Findings

This research had a purpose to determine the influence of WhatsApp in teaching writing toward students; writing performance. In addition, it was also to know the influence of the students in writing a recount text using WhatsApp media. This research was done at class VIII of SMP Muhammadiyah 3 Semarang on October, 23<sup>th</sup> until November, 3<sup>rd</sup> 2017.

The research was conducted on two classes, namely the experimental class and control class. Experimental class was a class that used guided writing and WhatsApp media, while the control class was the class without using guided writing and WhatsApp media.

The research used pretest, treatment, posttest, and questionnaire that conducted in the experimental class and control class. The pretest was conducted to know the students' achievement writing in recount text before giving a treatment. Meanwhile, posttest was conducted to know the students' achievement in writing recount text after getting treatment.

I determined the experimental class and control class using random sampling, I chose VIII D as experiment class and VIII E as a control class. I determined VIII G as a try out class before pretest and posttest was given to experiment and control class. The question were tested to know the validity, the level of difficulty, and distinguishing capacity. The results of data analysis were presented as follows.

Based on the research result of experiment class in the post test was 78.67 and the control class was 73.33. From the comparison of experiment and control class on the pretest was 59.33 and 55.33. The experimental class got higher than control class. The result of questionnaire was 81.91% from the criteria was very good, the implementation of WhatsApp was very good.

## CONCLUSION AND SUGGESTIONS

### 1. Conclusion

Teaching writing using WhatsApp at eight grade in SMP Muhammadiyah 3 Semarang has been conducted by the researcher, therefore it could be concluded that:

- a. The average result of posttest in increasing students' writing recount text in the experimental class was 78.67. Meanwhile, the posttest average of the control class was 73.33. Because the average improvement of the experimental class was higher than the control class, so the treatment for the experimental class using WhatsApp media was better than the treatment for the control class which did not use WhatsApp media.
- b. The result of questionnaire was 3.27 or in percentage 81.9%. Based on the result, it could be concluded that the use of WhatsApp in teaching gave good influence toward students' writing performance. This media made the learning process more interesting, and it also made the students understand the material easily.

### 2. Suggestions

Based on the result of the research, the suggestions that could be recommended by the researcher as follow:

- a. For the teachers

It is suggested to English teacher should apply WhatsApp as media that interesting and joyful technique to be implemented in the classroom or outside classroom. Thus, WhatsApp can be used in teaching learning process because it can enhance students writing performance. The

teacher can use WhatsApp in teaching especially recount text, because learning process using WhatsApp media is more interesting and the students can understand easily.

b. For the students

Students will enthusiastic, not bored, and enjoying the reading activities in the learning process through WhatsApp.

c. For the researcher

The other researcher can conduct the research about the implementation of WhatsApp for other language skills such as speaking or reading.

